

Loughborough College Local Offer

Des Gentleman

Learner Services Manager

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Regulation 3 Special Educational Needs and Disability (Information)  
Regulations (2014)

School/College Name: Loughborough College

Address: Radmoor Road, Loughborough, Leicestershire

Telephone Number: 01509 618375

Principal and CEO: Jo Maher

Executive Lead Learner Services: Heather Clarke

Website address: [www.loucoll.ac.uk](http://www.loucoll.ac.uk)

College Specialism: General Further Education College

Age Range of students; 16+

Date of Last Inspection: March 2017

Outcome of last inspection: Good

Does college have a specialist designated unit? Yes

Additional learning support department? Yes

Total number of students with special educational needs at  
college/setting: 130

Total number of students receiving additional learning support: 700

## **Regulation 3 Special Educational Needs and Disability (Information) Regulations 2014**

### **1. Parent/ Carer - How does the setting know if young people need extra help and what should I do if I think my son/daughter may have special educational needs?**

#### **Young Person – How do I tell the college if I need extra help?**

#### **Response**

Loughborough College is a mainstream provision. We work in accordance with Children and Families Act 2014, Equality Act 2010 and Autism Act 2009.

Loughborough College is committed to providing an effective and supportive learning environment for all students and employs its best endeavours to meet this commitment as we prepare young people for adulthood. Additional learning support is available for students identified as having significant barriers to learning through medical, physical, mental, social, and emotional and language factors. These factors may be adverse, long term and/or hidden and the support will help students to gain access to, progress towards and successfully achieve the student's goals and full potential.

In accordance with equality legislation, Loughborough College encourages and supports the development of a society in which:

- An individual's ability to achieve their potential is not limited by prejudice or discrimination
- There is respect for and protection of each individual's human rights
- There is respect for the dignity and worth of each individual
- Each individual has an equal opportunity to participate and
- There is mutual respect between different groups based on understanding and valuing diversity and on shared respect for equality and human rights.

The College strives to achieve a culture of excellence and inclusion and the elimination of prejudice and discrimination of all kinds, which is fully embedded in the culture of the college. The College upholds the personal dignity of all students. We ensure that all of our students can work and learn without harassment or bullying.

Loughborough College is committed to equality of opportunity and treats all students, staff, stakeholders and visitors with dignity, courtesy and integrity as valued members of our college community.

The College actively opposes any form of behaviour that discriminates on the grounds of any protected characteristic or personal difference. We encourage and embrace an inclusive culture and community.

The College ensures that all students, staff, visitors and stakeholders learn and work in an environment which provides a safe, appropriate and supportive environment in which all individuals are able to successfully pursue their chosen activities.

Individual support is provided for any students experiencing harassment, bullying or any other form of discrimination. The Welfare and Development Team provide an individualised, confidential support service for all students in need of general

wellbeing support or mental health support. Student Support provides appropriate impartial advice and guidance to all students.

The College provides appropriate facilities to support individuals in becoming independent.

College facilities are reviewed as part of the annual self-assessment process to ensure that the needs of all individual students and cohorts are met. We make reasonable adjustments to our premises, equipment and processes with the aim of avoiding disadvantage.

Provision is made for wheelchair access to all parts of the college. Accommodation strategies account for the access needs of those with physical disabilities.

The College provides facilities for individual reflection, prayer and worship.

The College promotes and supports the rights of LGBTQ+ students. We offer learner groups and activities to share information and celebrate diversity.

## **2. Parent/ Carer - How do you identify children with special educational needs?**

### **Young Person - How will you work out with me what extra help I need?**

Loughborough College is a mainstream college committed to providing an effective and supportive learning environment for all students and will employ its best endeavours to meet this commitment as it prepares young people for adulthood. Additional learning support is available for students identified as having significant barriers to learning through medical, physical, mental, social, and emotional and language factors. These factors may be adverse, long term and/or hidden and the support will help students to gain access to, progress towards and successfully achieve the student's goals and full potential.

The college has a team of Specialist Additional Learning Support Tutors and Learning Support Co-ordinators who work with a team of Learning Support Assistants to support on programme needs.

Our highly qualified and experienced team includes specialist staff with specific skills and responsibilities with regard to autism and dyslexia assessment and support. We have a specialist in sensory and physical disabilities. ALS Tutors and LS Co-ordinators have specialist knowledge relating to Special Educational Needs and Disabilities (SEND).

All students with an EHCP are assigned a Key Worker from the team, who works to meet individual needs to support the achievement of EHCP outcomes.

Students requiring additional support are identified initially through the application, enrolment and admissions procedures alongside other forms of communication and contact. Our team works with feeder schools and providers to access as much information as we can to help us to plan for transition and to implement the best support provision for the individual student.

Any necessary risk assessments are undertaken by lead staff in partnership with our Health and Safety expert. These are shared and reviewed regularly.

During enrolment and induction further opportunities for student assessment of need are arranged as required. These assessments enable us to provide appropriate support relevant to each student's individual needs.

All student will have a set of targets in relation to their study programme and other targets related to their personal and social development. These targets may include support from different internal and external partners and will involve regular monitoring through the student's individual learning plan (ILP).

A student has the right to decline any support that may be offered, unless this is needed for health and safety reasons. We are, of course, willing to support a student who changes their mind.

### **3. Parent /Carer - How will you support my child?**

#### **Young Person - How will you support me?**

The college uses evidence from schools, reports, disclosures, statements and Education Health Care plans as well as observations, and assessments to identify the level of support needed. Tutorials will also be used to help students have opportunities to speak with staff and share any issues. The college also has specialist staff in Autism and Dyslexia to help the individual student with any problems encountered and also to assess those students requiring access arrangements for assessments and exams.

Our Welfare and Development Team provide inclusion support for students with caring backgrounds or responsibilities, confidential wellbeing support and mental health support.

Students with specific needs requiring specialist assistive technology, resources and equipment will be assessed prior to entry so that appropriate provision can be made.

The support provided for students can be through learning support assistants working within the class to support a number of different students or if necessary on a 1:1 basis.

#### **How will you make sure you help me as best you can?**

The impact of the support provided is evaluated each year and the curriculum teams and support service teams include student progression and outcomes in their Self-Assessment Reports (SAR) and data.

The college also follows the SEN code of practice which provides the structure for good practice when working the students with disabilities.

Observation of teaching staff looks for specific performance indicators including the identification of and support for individual needs, use of differentiated approaches, inclusive learning, equality and diversity and student engagement and progress.

Student feedback relating to their experience at college is sourced in a variety of ways throughout their journey. There are termly student feedback surveys, Learner Rep Forums, Curriculum Learner Forums and focus groups where students can provide feedback to college leaders to inform actions to improve.

Teachers, Progress Tutors and support staff monitor individual student progress and need. Information is recorded on the student's ILP to enable access by all relevant staff.

#### **4. Parent Carer - How will both you and I know how my child is doing and how will you help me to support my child's learning?**

##### **Young Person - How will I know I am meeting my goals?**

All students will have regular tutorials where progress, targets and goals are discussed and action plans made. Information is recorded on the student's ILP. Parents and carers receive feedback through parent's evenings or when requested by email, MS Teams or telephone. Students receive regular feedback from their tutors.

1. via messaging platforms
2. via email
3. in person
4. on their ILP

Staff providing learning support provide regular feedback to learners regarding progress and progression. Reviews are held for learners with an EHCP. Each student will have a contact should they or their parent/carer wish to make contact to discuss their progress towards goals.

#### **5. Parent Carer - What is your approach to individual learning?**

##### **Young person - How will you support me to access education?**

Support needs are assessed on an individual basis. Staff members, as part of training, are taught how to differentiate teaching, learning and assessment and this is assessed as part of the observation process to ensure a high standard is achieved and maintained. We adopt an individualised approach to TLA.

Arrangements for application and selection are accessible to all. The recruitment process enables a decision to be made regarding the most appropriate level and type of course best suited to the young person. Any information pertaining to any support needs is shared with Learner Services and the relevant curriculum team for planning and consideration.

Support within the college includes;

- Specialist Additional Learning Support Tutors, who co-ordinate the support needs of identified students
- Specialists who support students with Autism and Dyslexia
- Learning Support Assistants who work in classes and practical areas to support student needs either on an individual basis or with small groups of students needing support
- The college also has a Welfare and Development Team and a Health & Safety Officer. When required other services can be bought in.
- There is also a Loughborough College Student Union where feedback and concerns can be raised.

## **6. Parent Carer - How will the curriculum be matched to my young person's needs?**

### **Young Person - How will I be supported to plan for my learning needs and who will explain it to me?**

Some students who have been identified with special needs may be interviewed for the Transitions and Preparation for Work programmes depending on the level of need and whether life skills or work skills need to be developed. These classes are much smaller than vocational classes with between 8 and 10 persons.

The curriculum, whilst ambitious, is at a pace appropriate to the student's needs. The development of English and maths skills forms an integral aspect of foundation programmes. Each student's communication and social skills are developed in order to promote their independence. Courses are differentiated to meet individual needs and are practical in nature, with some students working towards a qualification.

All students are supported by a personal tutor to guide progress and set targets to help them achieve their potential. Many students will have access to learning support assistant help in class.

## **7. Parent /Carer - How is the decision made about the type and how much support my child will receive?**

### **Young Person - What if I need extra help?**

Support for young people is assessed by our specialist tutors, based on evidence of previous need, current need and the type and level of course applied for.

The college also has an Autism specialist who will work with both identified students with Autism and those with traits. The student's way of working is observed and

reports and strategies provided to both the students and the staff working with the student.

The college has a team of specialist Additional Support Tutors who complete access arrangements for exams. Students are offered an assessment which identifies areas of need. These additional requirements are communicated to the college exams team so that arrangements can be made for any assessments or examinations.

Those students who need help with behaviour and have an identified need will have support from teaching and support staff, who will observe behaviours and work with individuals to develop strategies to improve behaviours including aspects such as focus and motivation.

Within the classroom, in addition to teaching staff, the Learning Support Assistants will support with any additional needs. Parents, carers and students will have the opportunity to discuss support needs and can do so at any time by contacting the tutor directly or via the Learner Services team.

#### **8. Parent /Carer - Will my child be included in activities outside of the classroom including trips?**

##### **Young Person - How will you help me to be included in school activities?**

The college, in compliance with our Equality Duty and through our inclusive ethos, will ensure that students with learning difficulties and disabilities have the same opportunities to experience college activities and enrichment as other members of our community.

For those students who require support during non-structured times such as lunch and breaks, there is provision whereby a learning support assistant is available to supervise and ensure their safety and wellbeing.

External visits are risk assessed and documentation regarding student needs and involvement are sent home as necessary for confirmation of support needs and permission to engage.

#### **9. Parent /Carer - How will you help to develop my child's emotional and social development?**

##### **Young Person - How can I get help if I am worried about things other than my college work/course?**

All students have access to a Progress Tutor who provides pastoral care which can be accessed during individual tutorials. Support for personal care can be provided by members of the learning support team. The Welfare and Development Team includes trained staff to support with social and emotionally wellbeing, mental health concerns and a variety of other challenges faced by young people.

Students have regular opportunities to feedback their views through student surveys and forums throughout the academic year. Students can also contribute to the Loughborough College Student Union (LCSU).

## **10. Parent /Carers - How will I be able to raise any concerns I have?**

### **Young Person - What can I do if I am worried about something?**

There are a series of steps which can be employed by both parent/carers and students when an issue arises. In the first instance the Progress Tutor or personal tutor can be contacted via the curriculum area. If the issue cannot be resolved then contact can be made with Learner Services by email on: [support@loucoll.ac.uk](mailto:support@loucoll.ac.uk)

Complaints can be made formally via the 'Something to say' process on the college website.

If the issue relates to a Safeguarding concern, please contact a safeguarding team member on: **07979 737474**

## **11. Parent/ Carer - What specialist services and expertise are available at or accessed by the setting? What training has staff supporting SEND had or what training are they having?**

### **Young Person - What staff is in college with special training to help young people who need extra help?**

The college has a policy of 'Continued Professional Development' which includes work on awareness of dyslexia and autism. First aiders also have regular training and updating. Teaching staff undertake regular updated regarding teaching practices, differentiation and inclusion.

Those members of staff working with students requiring personal support including toileting have training in manual handling.

Our team of specialist Additional Learning Support tutors possess the specialist qualifications below:

ATS DE/HE approved tutor status British Dyslexia Association  
E801 Difficulties in Literacy development (Level 7)  
MA in Education Equality  
Postgraduate Diploma Adult Dyslexia Diagnosis and Support  
Practising Certificate APC  
BA (Hons); PGCE: PCE  
NAS core online training modules  
In-house training by Loughborough/Leicester University  
Postgraduate Certificate Language, Literacies and Dyslexia (with distinction)  
Certificate of Higher Education in Autism

The Curriculum Manager for Foundation Learning and the Learner Services Manager have Degrees and post graduate PGCE qualifications.

Any student who has been offered a place and requires specific support will be assessed and the level of support ascertained. Provision or services the college requires but does not have are sought from the relevant local agencies. Support services are allocated as required within reason.

The college has a variety progression routes for students once they complete their course, whether this be onto further study, higher study, employment or into Supported Internships.

## **12. Parent / Carer and Young Person - How accessible is the setting both indoors and outdoors?**

Loughborough College is accessible to all users.

Externally the surfaces are flat and well maintained with low level curbing at the entrance to the college and disabled parking bays closest to the college entrance.

In the case of an emergency where a wheelchair user or person with other mobility issues finds themselves above ground floor of the college there are safe 'refuge' areas. These are discussed with the student during completion of their personal emergency evacuation plan prior to starting their course.

## **13. Parent/ Carers - How are parents involved in the setting?**

**How can I get involved? Who can I contact for further information?**

**Young Person - Which parts of my education will my parent/ carer get involved?**

At Loughborough College seek to develop young people into independent young adults who are either ready for more independent living or for the world of work through person centred planning.

Parents of young people on learning programmes are invited during the year to Parents' Evenings to discuss progress. Curriculum teams and support staff will also be in regular contact with parents relating to any issues, progress or concerns. Parents and carers are free to contact teaching or support staff at any time to discuss any aspects relating to their student.

## **14. Parent/ Carer - How will my young person's views be listened to?**

**Young person - How will my views be listened to?**

At Loughborough College we greatly value the views of our learners. Staff will listen to feedback and do their best to provide a supportive and effective service. All students have various opportunities to feedback their view via surveys, forums and meetings. The LCSU represents student voice to the college leadership.

Students requiring exam access arrangements will be communicated with one to one in order to ascertain need accurately. The tutorial programme and access to their teacher, personal or progress Tutor and support staff member also enables further feedback opportunities

Our specialist support staff team appreciate that learner with autistic traits and other disabilities may find it challenging to feedback their views and differentiated approaches and arrangements are made to enable their feedback.

## **15. Parent/ Carer - What should I do if I have a complaint?**

### **Young Person - What should I do if I am unhappy about the support I am receiving?**

There is a college procedure to formally deal with complaints, which is via 'Something to say' on the college website. However, it is recommended in the first instance that a complaint or enquiry be directed to the student's tutor, the Programme Area Lead or support team with a view to clarifying and resolving the issue as quickly and efficiently as possible.

If the issue cannot be resolved then contact can be made with Learner Services by email on: [support@loucoll.ac.uk](mailto:support@loucoll.ac.uk)

## **16. Parent/Carer - Who else has a role in my child's education?**

### **Young People - Who else might help me with my learning?**

The college works, in partnership with our students, with a variety of external agencies including local authorities, housing associations and social services. We link with community partners who offer support for students with mental health, emotional and medical concerns. We have a duty of care towards our students and access specialist support where appropriate.

## **17. Parent Carer and Young person - What other services are there who might help me and provide me with information and advice?**

Student Support and Welfare and Development offers a range of services and support including support related to needs and disabilities, mental health, wellbeing, housing, finance and relationships. Our Inclusion team provides support for student from a care background and/or who have caring responsibilities. Our Careers and

Employability Team provides expert and impartial advice on job search, work placement, employment and careers opportunities.

We can signpost students to outside agencies who can provide further support and advice as required.

**18. Parent carer - How will the setting prepare and support my young person to join, transfer to a new setting or to the next stage of education and life?**

**Young Person - What help is there to help me get ready to start work, be as independent as I can, participate in my community and take responsibility for my health when I become an adult?**

We have high expectations of our students. Our aim is to help our students to develop skills and competencies which will enable them to progress at an ambitious level according to their starting point and needs.

For some students, progress will be focused on inter-personal, self-care and communication skills. For others it will be regarding growing confidence, resilience and independence. For others, it may be the achievement of certain qualifications. In all cases, we seek to support our students to take the next step on their individual journey towards a fulfilled and productive life.

Students may study in the Transitions area of college for one or more years and might progress onto Supported Internship programmes. Other students will start on and progress through vocational or academic courses within other curriculum areas across the college and into higher education, further training or employment.

**19. Parent /Carer and Young Person - Where can I find the LA Local offer.**

The Local Authority local offer can be found on the relevant Local Authority website.